

(May to July, 1923.
September to December, 1923, in the Dominions.)

Parents' National Educational Union. The Parents' Union School.

(Address : THE DIRECTOR, HOUSE OF EDUCATION, AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

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Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *Sunday School Lessons*, by Dr. Paterson Smyth (A.P.C.K., Vol. III., P.N.E.U. Office, 1/6): (a) *Joshua and Judges*, Part II., Lessons 7-14, (b) *The Acts*, Lessons 17-24, and the Lessons on Whitsunday and Trinity Sunday. [Suitable parts from chapters in *Judges* 13, 14, 16; *I. Samuel* 1, 2, 3, 5, 6, 7, 8; *The Acts* 1, 2, 3, 4, 5, 6, 7, 8.] Teacher to read Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use (c) S.P.C.K. *Bible Atlas* (1/-).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). For Luther: *The Chronicles of the Schönberg Cotta Family* (out of print: borrow from a library). *The Story of Christopher Columbus*, by Washington Irving (Milford, 1/3). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-).

Sunday occupations: The Century Books. Mottoes and texts written in beautiful lettering (see "Bridges").

† The 96th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Writing.

- A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Henry VIII*. Two perfectly-written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully (see *Home Education*): then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written or oral. Narration daily after each lesson).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc. Write letters to friends describing visits to places of interest.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Write for the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year).

English Grammar.

- Parse and point out Subjects, Verbs, Objects.
A Meiklejohn's *Short English Grammar** (2/-), pp. 79-92; 152-161.
B *Short English Grammar**, pp. 18-25, teacher adding exercises.

English History.

- A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), pp. 245-325 (1445-1553).

French History.

- A *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 124-157, to be contemporary with English History. Evans' *Political War Map of Europe, Asia, Africa** (4d.).
B *Stories from French History*, by E. C. Price (Harrap, 5/-), pp. 96-132 (or work with II. A).

General History.

- A *The British Museum for Children**, by Frances Epps (P.N.E.U. Office, 3/6), chapter 2. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied during the term. *The Ancient World**, by A. Malet (Hodder & Stoughton, 5/-), pp. 155-200. The British Museum Postcards (Oxford Press, 1/6 a set), Nos. 17, 29.

Citizenship.

- A North's Plutarch's *Lives: Alexander** (second half), (Blackie, 1/-). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 190-224.
B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 160-189.

Geography.

- A The Ambleside Geography Books, Book III.* (4/-), pp. 277-315. Map questions to be answered from map in Geography Book and then from memory *before each lesson*.
B Book III.,* pp. 29-64.
A & B *Round the Empire**, by Sir George Parkin (Cassell, 3/-), pp. 1-29. *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 117-138. Philips' *Atlas of Comparative Geography* (new edition, 3/6). All Geography to be learnt with map. Children to make memory maps; see also tests under *Guiding*. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-), and *Aftermath*, by M. Newbigin (Macmillan, 3/6), useful.

Natural History, etc.

- A & B *The Sciences**, by E. S. Holden (Ginn & Co., 4/-), pp. 110-147 (children should make the experiments where possible). Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for April to July with drawings and notes: *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used. Tests under P.U.S. Scouting (June P.R., 1920), or "Guiding."
A *Life and Her Children**, by Arabella Buckley (Macmillan, 6/-), pp. 135-166.
B *Life and Her Children**, pp. 33-66.

Picture Study.

- A & B Reproductions* of six pictures by Goya and Ribera (P.N.E.U. Office, 2/-). Teachers see notes in the April *Parents' Review*, 1923.

Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).
- A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 4/-), pp. 111-120. Much care with tables and rapid oral work.
- B *A New Junior Arithmetic*,* pp. 26-38, (additional examples), or continue.
- Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Practical Geometry.

- A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/-), pp. 33-43. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

- A Scott and Jones' *First Latin Course** (Blackie, 2/6), pp. 44-65; continuous passages to be followed by narration, or, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 14, 15, 16, 32-35; with corresponding exercises, questions, and vocabularies.

French.

- A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 10-12 inclusive, with grammar and exercises.
- B Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 1-3 inclusive, with grammar and exercises.
- A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

Drawing.

- A & B Six (a) wild flowers, (b) studies of animals, that you have been able to watch, in brushdrawing. Studies from objects, following method in, but not copying, *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used. Join the P.U.S. Portfolio.

Recitations.

- A & B Psalms 108, 138, and two suitable passages of about twelve verses each from (a) *I. Samuel*, (b) *The Acts*. Two hymns. A scene from Shakespeare's *Henry VIII.*,* or fifty lines from Scott's *Marmion*,* Canto VI. (Blackie, 3d.). Two poems from *A Book of Verse*,* edited by Sir Henry Newbolt (Bell, 2/-).

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading.
- Shakespeare's *Henry VIII.** (Blackie; Plaintext Edition, 6d.).
- A Scott's *The Monastery** (Dent, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 333-364. (Optional) Stevenson's *The Black Arrow* (Cassell, 3/6).
- B *The Heroes of Asgard** (Macmillan, 4/6), pp. 163-211. *The Dove in the Eagle's Nest*,* by Charlotte Yonge (Dent, 2/-).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Schubert) to be heard: *Parents' Review*, April, 1923. [Questions will be set on this subject.]

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). See also Programme of Music. Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lesson 45 (Curwen, 2/6).

Drill.

Syllabus of Physical Training (H.M. Stationery Office, 1/6), four tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. *Claymodelling*, by H. Unwin (Longmans, 4/6): Make six models. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 2/- each). Children make a garment (see the needs of the "Save the Children Fund," address: 29 Golden Square, Regent Street, W. 1.)

Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under P.U.S. Scouting, or "Guiding." Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/6), and Ribbon (2/3 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. Why did Hannah call her child Samuel? How did she lend him to the Lord? What lessons may we learn?
2. Describe the meeting of the National Assembly at Ramah. What did the people want?
- A 3. (a), "Teach us what we shall do unto the child." (b), "Hitherto hath the Lord helped us." When were these words used? Tell the whole story in each case.
- II. A & B 1. Give an account of the Ascension of our Lord. What followed some days later?
2. How did Gamaliel defend the apostles? What do you know of Simon Magnus and his request?
- A 3. Write what you can of St. Peter's first sermon. What was the result of it?

Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

Dictation (unprepared).

- A Bulfinch's *Age of Fable*, page 21, "Jupiter addressed . . . hour."
- B *The Heroes of Asgard*, page 42, "After . . . glittering."

Composition.

1. A story in prose, or verse (not doggerel), about one of the following: — Christopher Columbus, "The White Lady of Avenel," "Freyja," "Baldur," Etna.
2. Describe your favourite scene from *Henry VIII.*

English Grammar.

- A 1. Analyse, parsing the words in italics,—
“*There was a roaring in the wind all night ;
The rain came heavily and fell in floods ;
But now the sun is rising calm and bright ;
The birds are singing in the distant woods.*”
2. Give examples in sentences of four kinds of adverb.
3. What is a complex sentence? Give examples of the three kinds of subordinate clauses.
- B 1. Pick out Subjects and Predicates in line (1) above, and parse each word in line (3).
2. Make three sentences each containing a noun, a verb, an adjective, an adverb, and a preposition.

English History.

- A & B 1. What had Henry VIII. and Louis XII. to do with the battle of Flodden? Describe the battle.
2. What do you know of Perkin Warbeck, Cardinal Wolsey, Martin Luther?
- A 3. Give some account of the invention of printing.

French History.

- A 1. Describe the meeting of Louis XI. and the Duke of Burgundy at Péronne.
2. What do you know of Charles VIII. in Italy?
3. Give an account of the battle of Marignano.
- B 1. What do you know of Jacques Coeur?
2. Tell how the Chevalier Bayard defended the town of Mézières.

General History.

- A 1. Where would you place the following names in your Century Book,—Julius Cæsar, Tiberius, Claudius, Nero, Hadrian, Marcus Aurelius? Write a few lines about each.
2. Write a short account of Philip II. of Macedonia.

Citizenship.

- A 1. Why and how did Alexander teach his men “to acquaint themselves with hardness”?
2. How did Alexander go to war with King Poros? Give the whole story.
3. A service was recently held at Runnymede to commemorate the signing of Magna Charta. Show why it was such an important event.
- B 1. Tell the story of the two Fabii.

Geography.

- A 1. Give a map of Hampshire, putting in the boundaries and physical features. What do you know of “The Island”?
2. Give some account of the Romans in Kent. What do you know of Richborough in the Great War?
3. Describe a journey from Liverpool to Quebec.
4. How did Nelson close the sea-ways to Napoleon in Egypt?

- B 1. Where are the cotton towns? Describe a visit to a cotton mill.
2. What do you know of the dales and western moors of Yorkshire? Tell a tale of old York.
3. Make a list of the countries you would visit in going round the British Empire, and say where each is to be found on a map of the world.
4. What do you know of Nelson when he was lieutenant to the “Lowestoffe”?

Natural History.

- A 1. What is a phonograph? Explain how it works.
3. How does the earth-worm move and feed? Describe fully a sea-worm, a prawn.
- A & B 3. Write, with drawings, a description of six wild flowers and six insects you have found.
- B 1. Describe two experiments to show how electricity acts. What is a magnet? What experiments can be made with a bar magnet?
2. How do sponges live? Describe two kinds of “lasso throwers.”

Picture Study.

- A & B Describe “The Blessing of Jacob,” by Ribera.

Arithmetic.

- A 1. How many inches in $(1\frac{5}{8} - \frac{1}{8} - \frac{3}{4})$ of a foot?
2. A man spent $\frac{2}{3}$ of his money and then $\frac{1}{9}$ of it; what remained out of £540 : 18 : 9?
3. If 12 cwt. of steel cost £168, what will 147 cwt. cost?
- B 1. How many tickets worth 2/6 can be got for £7 : 12 : 6?
2. A clock is 3 minutes slow, but gains 3 seconds each hour; how long will it take to be right?
3. How often does a wheel, 22 feet round, turn in 8 miles?

Practical Geometry.

- A 1. In two different ways draw through any point P a parallel to AB.
2. Bisect a given straight line.
3. Draw a line AB, and at A make (1) a right angle, (2) an angle of 30°.

Latin.

- A 1. Write four Latin proverbs and their meaning.
2. Translate page 55, § 100, sentences 1-10.
3. Translate page 93, § 98 A,
or, 1. Decline, *tu, hic*, and relative *qui*.
2. Translate pages 112 and 114, § B, Latin into English, 3-7.
3. Translate pages 112 and 114, § B, English into Latin, 3-7.

French.

- A 1. Describe, in French, picture 11, page 42.
2. Narrate “Le Soldat Blessé.”
3. Use, in sentences, the feminine of, — *beau, nouveau, vieux, bon, mignon*.

- B 1. Describe, in French, the picture on page 2.
2. Make sentences, using the words, *du, de la, des, au, aux, à l'.*

Drawing. (Paper must be cut to "Cambridge" size, and work done with brush and colour.)

- A & B 1. An illustration from *Marmion*, with title.
2. A design for a book cover of a wild flower visited by an insect (one that you have watched).

Musical Appreciation.

What works of Schubert have you heard this term? Tell what you can about one of them.

Recitations.

Father to choose a hymn, a poem, or a scene from *Henry V.*, and two passages from the Bible Lessons.

Reading.

Father to choose an unseen passage, giving marks for enunciation.

Music.

Examine in work done and report upon stage reached.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. This examination is optional. Summer Reports (*only*) to be posted to The Director P.U.S., The House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

The Director would be glad to receive (but not for examination or return) any good prose or verse compositions written in the examination.